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ABSTRACT

A step-by-step outline of recommended procedures is presented for a performance based evaluation system for teachers in Missouri. Four general performance areas form the basis for the system: (1) instructional processes; (2) classroom management; (3) interpersonal relationships; and (4) professional responsibilities. Nineteen specific, research-based criteria are the foundation of the evaluating process. A list of succinct descriptors for each of the criteria is provided. Charts and evaluation forms are included for use by observers in gathering information upon which to base both formative and summative evaluations of teachers' performance. (JD)

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Guidelines for
Performance Based Teacher Evaluation
in Missouri

Missouri Department of Elementary & Secondary Education
Arthur L. Mallory, Commissioner of Education

SP 025 909

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Guidelines for Performance Based Teacher Evaluation in Missouri

June 1984
Missouri Department of Elementary & Secondary Education
Arthur L. Mallory, Commissioner of Education

Foreword

"Performance based teacher evaluation" has become a major item of discussion in the current nationwide debate over school reform. It will remain an important issue as schools seek to develop fair, efficient, and more effective staff evaluation procedures as part of the overall effort to improve teaching and learning in America's public schools.

On behalf of the State Board of Education, I am pleased to express appreciation to the advisory committee which assisted in the development of this manual. In compliance with a law passed during the First Regular Session of the 82nd General Assembly, this committee worked in an exemplary manner to outline an excellent performance based evaluation system which can be adopted in full or in part by local school districts in Missouri.

The consistent theme emphasized by the committee in the preparation of this manual is that performance based evaluation must be used for the improvement of quality classroom instruction and student achievement. This theme is reflected throughout the manual.

Although the law mandates the use of performance based teacher evaluation procedures in Missouri's school districts, the implementation of any system of evaluation must be the result of a cooperative effort among teachers and administrators. Such cooperation is essential for the successful implementation of a positive program of evaluation which will contribute to Missouri's efforts in "Reaching for Excellence."

Arthur L. Mallory
Commissioner of Education

Table of Contents

Foreword 3

Statutory Authority for Performance Based Evaluation 6

Overview 7

Philosophy and Procedures 9

Outline of the Performance Based Teacher Evaluation Process 10

13 Suggested Criteria for Performance Based Evaluation 12

Evaluation Criteria with Descriptors 13

Formative Evaluation Forms 17

Summative Evaluation Report 22

Steps in the Teaching Act 26

Terms Used in Performance Based Evaluation 27

Acknowledgments 28

5

Statutory Authority for Performance Based Evaluation

Following is the text of the statute which requires Missouri school districts to implement a performance based teacher evaluation program. Adopted by the Missouri Legislature in 1983, the law also requires the Missouri Department of Elementary and Secondary Education to "provide suggested procedures for such an evaluation." This section was added to the existing statutes concerning teacher tenure in Missouri.

Section 168.128. Teacher records, how maintained--evaluations, how performed and maintained.—The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of sections 168.102 to 168.130. In addition, the board of education of each school district shall cause a comprehensive performance-based evaluation for each teacher employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the teacher's personnel file at the office of the board of education. A copy of each evaluation shall be provided to the teacher and appropriate administrator. The state department of elementary and secondary education shall provide suggested procedures for such an evaluation.

(L. 1969 p. 275 §168.114, A.L. 1983 H.B. 38 & 783)

6

Overview

This manual contains material developed by a 24-member advisory committee appointed by Missouri Commissioner of Education Arthur L. Mallory in September 1983. The committee was charged with developing suggested procedures for performance based teacher evaluation, as required by Section 168.128, RSMo. The committee met monthly through February of 1984 to prepare the information and evaluation instruments. The substance of this guide was formally approved by the State Board of Education in February 1984.

According to the definition adopted by the committee, performance based teacher evaluation is built upon "job-related criteria that are formulated from known factors about effective school-teaching behavior." This definition emphasizes the direct relationship between performance based evaluation criteria and current research about effective teaching. (Much of the information used in developing this model evaluation system is based on research conducted in Florida, Georgia and at Iowa State University. Ideas about effective teaching developed by researchers such as Madeline Hunter also were an important resource for the development of this manual.)

The development of a useful model for performance based teacher evaluation involves a logical progression from general goal statements to items of greater specificity. The committee, for example, initially adopted a general statement of philosophy emphasizing "improvement of instruction" as the key goal of performance based evaluation. This provided the framework for more specific procedures which implement ideas outlined in the philosophy.

The committee studied available research and numerous evaluation systems developed by local school districts and by other states in order to identify broad **performance areas** which would provide an organizational framework. Four general performance areas were selected as the basis for the model evaluation system:

1. **Instructional Process**
2. **Classroom Management**
3. **Interpersonal Relationships**
4. **Professional Responsibilities**

The next task was to determine specific **criteria** related to effective teaching behavior in each of the four general performance areas. A total of 19 specific, research-based criteria were selected. These 19 criteria are the foundation of the evalaution process and the evaluation instruments suggested in this manual.

A major criticism of past evaluation systems has focused on the lack of definition in the items used to assess teachers' performance. A feature of recently developed teacher evaluation models, however, is a strong emphasis on improved description and explanation of the criteria used for teacher evalaution. This manual provides a list of **descriptors** for each of the 19 criteria. The descriptors are a key element of the performance based teacher evaluation concept because they provide clearer guidelines both for teachers and principals. Descriptors help answer the often-posed question, "What does that item (performance criterion) really mean?"

The ultimate goal of this evaluation model is to promote the improvement of instruction. For this reason, a two-part evaluation process—consisting of a **Formative Evaluation** phase and a **Summative Evaluation**—was developed by the committee.

Formative evaluation involves the ongoing observation and supervision of classroom teachers. In this phase, teaching strengths and weaknesses are identified, and **job targets** which should lead to improved performance are defined. Three forms are provided in this manual to assist local school personnel in the formative evaluation process. These are a **Pre-Observation Worksheet,** a **Formative Observation Form** and a **Job Target Sheet.** (Sample forms are provided on pages 18-21).

The Summative Evaluation Report is the official evaluation that provides a framework for administrative decision making. It reflects information obtained during the formative phase and includes information from the Formative Observation Form and the Job Target Sheet.

The summative report proposed by the committee reflects an attempt to carry out the philosophy of improving instruction and facili-

7

tating fair decisions about teachers' performance. The summative evaluation model provided in this manual does **not** involve the familiar rating scale approach which describes teacher performance as "poor," "fair," "good" or "excellent" or that rates teachers on a simplistic 1-to-4 scale. The committee believes such scales lack clarity and are of limited value, especially if the goal of evaluation is to improve instruction. Therefore, the Summative Evaluation Report included in this manual (pages 23-25) consists of a series of defined levels of performance for all of the criteria. The "Performance Expectation" column in the summative report represents the expected level of performance of effective teachers in each area.

A teacher evaluation system should be fair to teachers and practical for administrators to use. This suggested model for performance based evaluation was designed to accomplish those objectives. The evaluative criteria are related to job performance, and they are based on valid research about effective teaching. Specific performance criteria and descriptors help clarify the process and are intended to assist teachers and administrators in working toward improvement of instruction. The suggested forms and definitions of performance levels are intended to help principals carry out their responsibility for effective classroom supervision evaluation within the time constraints of their positions.

In addition to sample evaluation forms, this guide provides additional information which should be helpful to teachers and administrators in local school districts. This information includes an outline of suggested steps in the evaluation process (page 10), an overview of "Steps in the Teaching Act" (page 26), and explanations of important terms associated with performance based evaluation (page 27).

Instituting effective policies and procedures for performance based teacher evaluation is the responsibility of local school districts. The evaluation process approved by the State Board of Education and detailed in this manual is intended to assist local schools in meeting this statutory obligation. Local school districts may elect to adopt, modify or expand the process suggested herein. In any case, local school personnel should thoroughly review the recommended procedures, criteria, descriptors and instruments included in this guide as they work toward implementation of a sound performance based evaluation system.

8

Philosophy and Procedures

Philosophy

Effective teacher evaluation is an essential part of the total instructional program. Performance based evaluation should be a **continuous** process which relates directly to on-the-job performance. Performance based evaluation should be a cooperative effort among the board of education, administration and teaching staff. Standards and criteria in a performance based evaluation system should reflect measurable, observable and definable teacher behavior.

The primary purpose of a performance based teacher evaluation is to facilitate and improve classroom instruction and, thus, to enhance student learning. An effective evaluation system should identify teachers' strengths and weaknesses and provide direction for maintaining and improving teacher skills through professional staff development activities.

Performance based teacher evaluation should provide a basis for fair, objective decision making by local school districts. The evaluation of teachers is an administrative function, and school districts must provide the resources necessary to adequately train evaluators. In order for a performance based evaluation system to be effective, administrators also must have a strong commitment to involving teachers in developing and applying the entire evaluation system.

Principles & Procedures

The following procedures are organized for the purpose of facilitating and implementing the stated philosophy:

•Each school district's performance based evaluation system should be developed cooperatively by teachers and administrators.

•The process presented in this manual may serve as a basis for developing an evaluation system and should be adapted to suit local school district needs and concerns.

•Reliable evaluators are essential to the evaluation process. Evaluators should be trained in the skills of analyzing effective teaching and in the procedures for implementing the district's evaluation system.

•Sufficient orientation should be provided to acquaint teachers with the district's evaluation process and specific criteria upon which they will be evaluated.

•The principal is the person responsible for the administration of the performance based teacher evaluation system in each building.

•The performance based teacher evaluation system should include a **Formative** evaluation phase. The formative phase should include both scheduled and unscheduled classroom observations. A pre-observation conference should occur prior to scheduled observations. Formative evaluation includes the classroom observations designed to help teachers improve their performance by providing feedback and suggestions regarding their teaching skills.

•The **Summative** phase of the evaluation process is a composite of information obtained through the formative observations and may serve as the basis for administrative decision making. A summative evaluation should be completed for a probationary teacher each year. For tenured teachers, a summative evaluation should be completed at least once every three years or as necessary to best serve the instructional process.

•A post-observation conference should be conducted within a reasonable period of time following each classroom observation. This conference should include a discussion of identified strengths and weaknesses. Job targets for maintaining and improving teacher performance should be identified; responsibilities of both administrator and teacher for achieving those job targets should be noted.

•The use of multiple evaluators may be appropriate and beneficial in some local districts.

•The evaluation system should include an appeal process defined within local district policy.

The responsibility for staff evaluation rests at the local school district level. This manual should be used as a starting point in the development of a district's evaluation system.

Outline of the Performance Based Teacher Evaluation Process

Following is a step-by-step outline of recommended procedures for a performance based evaluation system. The process begins with training/orientation for administrators and teachers; continues with the formative, or supervisory, phase designed for improvement of instruction; and culminates in the summative evaluation report.

1. Orientation

Orientation of Administrators

Annual spring and/or summer in-service sessions should be conducted by the district to improve the consistency and quality of evaluators' skills.

Orientation of Teachers

In-service sessions should be conducted for teachers *each* fall by building administrators in order to provide:

- information on the evaluation process and procedures.
- an understanding of the role of the teacher and the role of the evaluator.

2. Evaluation Scheduling

Suggested scheduling for tenured teachers

A summative evaluation should be conducted for tenured teachers at least once every three years. Additional evaluations may occur as deemed necessary by the administrator.

Scheduling for probationary teachers

A summative evaluation shall be conducted for probationary teachers during each year of their probationary status.

3. Formative Phase

Policies for Teacher Observation

- Teachers being evaluated should be observed according to procedures established at the local district level.
- Local policies should include provisions for scheduled and unscheduled observations.

Pre-observation conference for scheduled observation

- The evaluator and the teacher will establish the date, the time, and the subject area for observation.
- The teacher will submit a pre-observation worksheet to the evaluator at the pre-observation conference.
- The evaluator and the teacher will review the pre-observation worksheet.
- Copies of the pre-observation worksheet will be retained by the teacher and the evaluator.

Scheduled observations

- The scheduled observation will be conducted as agreed upon.
- If a change in the scheduled observation time is necessary, the teacher has the option to update the worksheet and/or to request another pre-observation conference.
- The role of the evaluator is to take notes during the observation and interpret those notes on the formative observation form.

Unscheduled observations

- The pre-observation worksheet and the pre-observation conference are not applicable for unscheduled observations.
- The role of the evaluator is to take notes during the observation and to interpret those notes on the formative observation form.

Post-observation conference

- A post-observation conference will be held after any scheduled or unscheduled observation for which a formative evaluation form has been completed. Conferences following unscheduled observations of short duration may be brief.
- The evaluator will provide a copy of the formative observation form to the teacher prior to the post-observation conference.
- The evaluator and the teacher will sign the formative observation form to indicate that the document has been read and discussed.

10

Job targets

•Job targets are measurable, precise objectives stated in terms which will assist in attainment of goals.

•The evaluator and/or the teacher may identify job targets.

•Job targets may be identified whether or not that teacher is scheduled for evaluation.

•Job targets will be stated on the job target sheet and jointly reviewed by the evaluator and the teacher.

•Job targets will remain in effect until satisfactorily completed.

•When a job target has been satisfactorily accomplished, the evaluator and the teacher will date and initial the job target form.

•Where appropriate, additional personnel may provide assistance to the teacher in the completion of job targets and in the improvement of teaching skills.

4. Summative phase

•The summative phase is the review of all data pertaining to the performance of the teacher.

•Pertinent data are identified through the summative evaluation report, which represents major performance areas and specific criteria statements.

•After the evaluator has completed the summative evaluation report, a summative conference will be conducted during which the evaluator and the teacher review the summative evaluation report.

•Both the evaluator and the teacher will sign the summative evaluation report, indicating that the document has been read and discussed.

•Copies of the summative evaluation report will be retained by the evaluator, the teacher and by the central office.

•Teachers have the right to appeal the results of the summative evaluation report in writing.

11

19 Suggested Criteria for Performance Based Evaluation

I. Instructional Process

THE TEACHER:

A. Demonstrates appropriate preparation for classroom instruction.
B. Implements a variety of effective teaching techniques.
C. Provides opportunities for individual differences.
D. Implements instructional objectives effectively.
E. Demonstrates a knowledge of subject matter.
F. Uses a variety of teaching materials effectively.
G. Uses instructional time effectively.
H. Demonstrates ability to motivate students.
I. Demonstrates ability to communicate effectively with students.
J. Provides students with specific evaluative feedback.

II. Classroom Management

THE TEACHER:

A. Organizes classroom environment to promote learning.
B. Manages student behavior in a constructive manner.

III. Interpersonal Relationships

THE TEACHER:

A. Demonstrates positive interpersonal relations with students.
B. Demonstrates positive interpersonal relations with parents/patrons.
C. Demonstrates positive interpersonal relations with educational staff.

IV. Professional Responsibilities

THE TEACHER:

A. Participates in professional growth activities.
B. Follows the policies and procedures of the school district.
C. Assumes responsibilities outside of the classroom as they relate to the school.
D. Demonstrates a sense of professional responsibility.

12

Criteria with Descriptors

I. Instructional Process

THE TEACHER:

A. Demonstrates appropriate preparation for classroom instruction.

1. Uses knowledge of students to design educational experiences.
2. Selects subject matter which is appropriate to the abilities, needs and interests of the students.
3. Designs lessons in a clear, logical, sequential format.
4. Incorporates into daily planning content from previous levels to insure continuity and sequence.
5. Has materials readily available for the students.

B. Implements a variety of effective teaching techniques.

1. Employs a variety of the following techniques as the subject and learner maturity indicate: lecturing, modeling, demonstrating, questioning, experimentation, self-teaching, role playing.
2. Relates current lessons to previous learning.
3. Modifies lesson plans and teaching techniques as the learning situation requires.
4. Provides opportunities for students to explore problems and weigh alternatives in decision making.

C. Provides for individual differences.

1. Groups students for each instructional activity in a manner which best assists the learning process.
2. Uses a variety of questioning levels effectively.
3. Provides support materials that are coordinated with the learning experiences and developmental level of the child.
4. Provides a variety of activities which promote maximum student involvement.
5. Provides activities and/or solicits help for remediation and enrichment.
6. Reteaches if testing results indicate it is appropriate.

D. Implements instructional objectives effectively.

1. Prepares units and presents lessons which reflect the curriculum guide and student needs or readiness.
2. Prepares units and presents lessons in a clear, logical and sequential manner.
3. Communicates learning objectives to students.
4. Uses learning activities designed to achieve stated objectives.
5. Assigns work (oral and written) to students which requires application of what they have been taught.
6. Utilizes current events and unexpected situations for their educational value when appropriate to subject area.

13

E. Demonstrates knowledge of subject matter.

1. Displays a competent knowledge of curriculum and subject matter.
2. Selects and presents subject matter which is accurate.
3. Selects and presents subject matter which is appropriate to the abilities and interests of the students.

F. Uses a variety of teaching materials effectively.

1. Uses multisensory approaches (i.e., tactile, visual, auditory).
2. Is resourceful in finding, developing and using materials to aid instruction.
3. Uses instructional materials to explain and demonstrate.

G. Uses instructional time effectively.

1. Begins activities promptly.
2. Continues learning activities for the duration of the scheduled instructional time.
3. Avoids unnecessary delays during the lesson.
4. Avoids inappropriate digressions from the topic during the lesson.

H. Demonstrates ability to motivate students.

1. Communicates challenging scholastic expectations to students.
2. Strives to motivate students who show little or no interest.
3. Presents activities which simulate current situations outside the school.
4. Responds positively to students' requests for help.
5. Encourages questions and discussions from all students.
6. Stimulates students by choosing proper materials and techniques.
7. Gives feedback to students.
8. Stimulates and encourages creative and critical thinking.

I. Demonstrates ability to communicate effectively with students.

1. Uses correct oral and written communication.
2. Uses appropriate vocabulary.
3. Presents ideas logically.
4. Gives directions that are clear, concise and reasonable.
5. Uses a variety of verbal and non-verbal techniques.
6. Elicits and responds to student questions.
7. Summarizes effectively.

J. Provides students with specific evaluative feedback.

1. Plans pre-assessments to determine learner performance on prerequisites or learner performance on the objectives of the unit (i.e., pre-test).
2. Prepares and administers both subjective and objective tests on materials that have been taught (i.e., post-test).
3. Constructs tests which reflect what has been taught.
4. Makes appropriate use of test results.
5. Uses various techniques for evaluation and feedback.
6. Returns test results as quickly as possible.
7. Provides written comments in addition to points or scores when appropriate.
8. Makes opportunities for one-to-one conferences.
9. Assesses students as a group and provides individual feedback.

II. Classroom Management

THE TEACHER:

A. Organizes classroom environment to promote learning.

1. Establishes and clearly communicates parameters for student classroom behavior.
2. Anticipates disruptive classroom situations and prepares accordingly.
3. Maintains the classroom in a functional, attractive and orderly environment conducive to student learning.
4. Assesses the learning environment and knows how and when to change that environment.
5. Insures that materials and information can be read, seen and/or heard by the students.
6. Maintains a classroom atmosphere conducive to good health and safety.

B. Manages student behavior in a constructive manner.

1. Maintains learner behavior that promotes the possibilities of learning for the group.
2. Promotes self-discipline.
3. Reinforces appropriate behavior.
4. Uses techniques (e.g., social approval, contingent activities, punishment, keeps students on task, etc.) to maintain appropriate behavior.
5. Overlooks inconsequential behavior problems.
6. Corrects disruptive behavior constructively.
7. Endeavors to find and eliminate causes of undesirable behavior.
8. Manages discipline problems in accordance with administrative regulations, school board policies and legal requirements.

III. Interpersonal Relationships

THE TEACHER:

A. Demonstrates positive interpersonal relations with students.

1. Promotes positive self-image in students.
2. Promotes students' self-control.
3. Makes an effort to know each student as an individual.
4. Interacts with students in a mutually respectful and friendly manner.
5. Gives constructive criticism and praise when appropriate.
6. Is reasonably available to all students.
7. Acknowledges the rights of others to hold differing views or values.
8. Demonstrates understanding and acceptance of different racial, ethnic, cultural and religious groups.
9. Uses discretion in handling confidential information and difficult situations.

15

B. Demonstrates positive interpersonal relations with educational staff.

1. Works cooperatively with colleagues in planning instructional activities.
2. Shares ideas, materials and methods with other teachers.
3. Makes appropriate use of support staff.
4. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible.
5. Informs administrators and/or appropriate personnel of school-related matters.

C. Demonstrates positive interpersonal relations with parents/patrons.

1. Cooperates with parents in the best interest of the students.
2. Provides a climate which opens up communication between teacher and parent.
3. Supports and participates in parent-teacher activities.
4. Promotes patron involvement with school.
5. Initiates communication with parents when appropriate.

IV. Professional Responsibilities

THE TEACHER:

A. Participates in professional growth activities.

1. Demonstrates commitment by participation in professional activities (e.g., professional organizations, coursework, workshops, conferences).
2. Takes advantage of opportunities to learn from colleagues, students, parents and community.
3. Keeps abreast of developments in subject matter and issues related to teaching.

B. Follows the policies and procedures of the school district.

1. Strives to stay informed regarding policies and regulations applicable to his/her position.
2. Selects appropriate channels for resolving concerns/problems.

C. Assumes responsibilities outside of the classroom as they relate to the school.

1. Assumes necessary noninstructional responsibilities.
2. Exercises responsibility for student management throughout the entire building.

D. Demonstrates a sense of professional responsibility.

1. Completes duties promptly and accurately.
2. Is punctual.
3. Provides accurate data to the school and district as requested for management purposes.
4. Carries out duties in accordance with established job description.

Formative Evaluation Forms

Three forms or instruments provide the basis for gathering information and setting goals during the formative evaluation phase. These are the Pre-Observation Worksheet, the Formative Observation Form and the Job Target Sheet. Samples of these forms are provided on the following pages. In addition, tips for completing Job Target Sheets are provided on page 21.

The Pre-Observation Worksheet is completed by the teacher prior to the pre-observation conference and discussed with the evaluator during the pre-observation conference. Use of this worksheet provides the evaluator with an understanding of the objectives and activities of the lesson prior to the scheduled observation.

During the classroom observation, the evaluator takes sequential observation notes, recording specifically the activities and events of the class and relevant statements of the teacher and students. From these observation notes, the evaluator completes the Formative Observation Form. This instrument allows the evaluator to record information about the teaching process and those performance criteria which are most directly related to classroom instruction. The Formative Observation Form is completed following both scheduled and unscheduled observations.

The Job Target Sheet assists in the attainment of identified goals. To complete the sheet, the **performance area** and the **specific criterion** statement for the desired objective are identified. The desired **improvement objective** is then stated in terms similar to the descriptor(s) for that criterion. The **procedures for achieving the objective** should include the activities and responsibilities of both teacher and evaluator. The **appraisal method** and **target dates** describe the means by which the evaluator will determine if the objective has been accomplished and the time frame for that accomplishment. Though Job Target Sheets are usually associated with improvement in the areas of Instructional Process and Classroom Management, they are also used to bring about desired change in the Interpersonal Relationships and Professional Responsibilities areas.

17

PRE-OBSERVATION WORKSHEET

Teacher	Date	School
Subject	Grade	Period/Time

TEACHER COMPLETES THIS FORM AND DISCUSSES CONTENT WITH ADMINISTRATOR PRIOR TO SCHEDULED OBSERVATION

1. What are the lesson objectives?

2. Which of the steps of the teaching act will take place?

____ Develop anticipatory set
____ State objectives, why they are needed
____ Provide input
____ Model ideal behavior
____ Check for comprehension
____ Provide guided practice
____ Provide independent practice
____ Achieve closure

3. What teaching/learning activities will take place?

4. How are you going to check student understanding and mastery of the lesson objectives?

5. What particular teaching behaviors do you especially want monitored?

6. Are there any special circumstances of which the evaluator should be aware?

NOTES:

NOTES:

Teacher's Signature/Date

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed)

18

FORMATIVE OBSERVATION FORM

Teacher	Date	Subject
Time Entered	Time Leaving	Observer

1. Instructional Process Characteristics

a. Establishes set.
b. States objectives.
c. Provides input.
d. Models ideal behavior.
e. Checks for comprehension.
f. Provides guided practice.
g. Provides independent practice.
h. Achieves closure.

2. Performance Criteria

a. Demonstrates appropriate preparation for classroom instruction.
b. Implements a variety of effective teaching techniques.
c. Provides opportunities for individual differences.
d. Implements instructional objectives effectively.
e. Demonstrates a knowledge of subject matter.
f. Uses a variety of teaching materials effectively.
g. Uses instructional time effectively.
h. Demonstrates ability to motivate students.
i. Demonstrates ability to communicate effectively with students.
j. Provides students with specific evaluative feedback.
k. Organizes classroom environment to promote learning.
l. Manages student behavior in a constructive manner.
m. Demonstrates positive interpersonal relationships with students.

COMMENTS:

COMMENTS:

Teacher's Signature

Evaluator's Signature

(Signatures simply imply that information has been discussed)

19

JOB TARGET SHEET

Teacher	Date	School

1. **PERFORMANCE AREA:**

2. ***CRITERION:**

3. **IMPROVEMENT OBJECTIVE(S):** (Applicable descriptors and/or definable deficiencies)

4. **PROCEDURES FOR ACHIEVING OBJECTIVE(S):** (Explanation of teacher & administrator responsibilities)

5. **APPRAISAL METHOD AND TARGET DATES:**

6. **TEACHER'S COMMENTS:**

7. **EVALUATOR COMMENTS:**

Teacher's Signature/Date	Evaluator's Signature/Date

Date Objective Achieved: _____

_____
Teacher's Signature

_____
Evaluator's Signature

(Signatures simply imply that information has been discussed)

*One Job Target Sheet should be used for each criterion

20

SUGGESTIONS FOR WRITING JOB TARGETS

Teacher _____ Date _____ School _____

1. PERFORMANCE AREA:

State here the performance area (Instructional Process, Classroom Management, Interpersonal Relationships or Professional Responsibilities)

2. *CRITERION:

State here a criterion, e.g., uses instructional time effectively.

3. IMPROVEMENT OBJECTIVE(S): (Applicable descriptors and/or definable deficiencies)

State the desired objective (outcome) to be accomplished. This will often be similar to a descriptor for that criterion.

4. PROCEDURES FOR ACHIEVING OBJECTIVE(S): (Explanation of teacher and administrator responsibilities)

Provide specific statements which describe what the teacher is to do to achieve an objective and what you will do to assist. This is the process, the steps, and the ingredients for change.

5. APPRAISAL METHOD AND TARGET DATES:

How will we know when progress is made? How will we monitor that progress? At what point in time do we expect achievement of the objective or adequate progress so that a time extension is appropriate?

6. TEACHER'S COMMENTS:

Provide the teacher with the opportunity to share his/her thoughts.

7. EVALUATOR COMMENTS:

Be positive. If appropriate, take this opportunity to reinforce the change that needs to be made and why it is appropriate.

Teacher's Signature/Date _____ Evaluator's Signature/Date _____

Date Objective Achieved: _____

Teacher's Signature _____

Evaluator's Signature _____

(Signatures simply imply that information has been discussed)

*One Job Target Sheet should be used for each criterion

21

Summative Evaluation Report

The Summative Evaluation Report provides a means of synthesizing all the information obtained during the Formative Evaluation phase. A sample of the suggested Summative Evaluation Report is provided on the following pages. It lists the major performance areas and the specific criteria for each area. Each criterion statement is rated according to the performance level demonstrated by the teacher during the formative phase. The appropriate performance level descriptor should be circled by the evaluator to clearly identify the rating for that criterion and focus attention on that performance level.

The Performance Expectation column represents the level of performance expected of *effective teachers*. This is the level toward which all teachers should strive. The next column to the right ("In Addition to Performance Expectation") represents exemplary performance for that criterion and would be typical of only a small percentage of the ratings given. This column should be used with prudence, so that the frequency with which it is used does not dilute the significance of the Performance Expectation column.

A rating below Performance Expectation should have been preceded by efforts to improve that performance through the use of Job Targets. A rating below Performance Expectation means the teacher is not meeting that criterion at an acceptable level and appropriate plans for improvement should be continued.

22

Summative Evaluation Report

Teacher _____ Date _____

Performance Area I: **The Instructional Process**

CRITERIA* The Teacher...		Performance Levels		PERFORMANCE EXPECTATION	In Addition to Performance Expectation
A. Demonstrates appropriate preparation for classroom instruction	**Not observed A I	Does not prepare for classroom instruction	Sometimes prepares for classroom instruction	Consistently prepares for classroom instruction	Displays evidence of superior preparation for classroom instruction
B. Implements a variety of effective teaching techniques	Not observed A I	Shows little or no evidence of variety in teaching strategies	Intermittently uses variety in teaching strategies which are effective	Uses a vareity of teaching strategies which are effective in achieving lesson objectives	Develops exceptional teaching strategies to meet individual needs
C. Provides opportunities for individual differences	Not observed A I	Does not provide for individual rates of learning and capabilities	Intermittently provides for individual rates of learning and capabilities	Provides for individual rates of learning and student capabilities	Provides maximum instructional opnortunities for individual learning styles
D. Implements instructional objectives effectively	Not observed A I	Shows little or no evidence of implementing instructional objectives	Intermittently implements instructional objectives	Implements instructional objectives	Goes beyond the requirement of instructional objective
E. Demonstrates a knowledge of subject matter	Not observed A I	Demonstrates an insufficient knowledge of subject matter	Demonstrates limited knowledge of subject matter	Demonstrates adequate knowledge of subject matter	Demonstrates superior knowledge of subject matter
F. Uses a variety of teaching materials	Not observed A I	Uses materials which are irrelevant to the instructional objectives	Intermittently uses materials which are relevant to the instructional objectives	Uses materials which are relevant and appropriate to the instructional objectives	Seeks out and/or develops a variety of creative materials appropriate to the instructional objectives
G. Uses instructional time effectively	Not observed A I	Shows little or no evidence of maintaining students on the learning task	Sometimes maintains students on the learning task	Maintains students on the learning task	Is extremely skillful in maintaining students on the learning task

Instructions: *Circle the appropriate performance level. **Circle "A" if it was appropriate that criterion was not observed; Circle "I" if it was inappropriate that criterion was not observed.

CRITERIA* The Teacher...		Performance Levels		PERFORMANCE EXPECTATION	In Addition to Performance Expectation
H. Demonstrates ability to motivate students	**Not observed A I	Shows little or no evidence of motivating students to perform to their abilities	Occasionally motivates students to perform assigned tasks, but inconsistently requires students to perform according to their abilities	Clearly expects and motivates students to perform assigned tasks to their abilities	Motivates students to achieve beyond previous performance levels
I. Demonstrates ability to communicate effectively with students	Not observed A I	Does not communicate clearly; students often appear confused	Sometimes communicates clearly, but does not encourage student input	Communicates clearly and encourages relevant dialogue	Is extremely skilled in using a variety of verbal and non-verbal communications
J. Provides students with specific evaluative feedback	Not observed A I	Gives no evaluative feedback	Is inconsistent in giving evaluative feedback	Gives specific evaluative feedback	Gives feedback with reinforcement and encouragement
Performance Area II: **Classroom Management**					
A. Organizes classroom environment to promote learning	**Not observed A I	Displays little or no skill in organizing the classroom learning environment	Ineffectively manages the classroom learning environment	Maintains a functional classroom learning environment; selects appropriate activities	Assesses and adjusts the setting to provide for a variety of learning styles
B. Manages student behavior in a constructive manner	Not observed A I	Shows little or no classroom control	Is inconsistent in controlling pupil behavior	Establishes and maintains effective discipline	Plans and implements strategies for pupil self-discipline
Performance Area III: **Interpersonal Relationships**					
A. Demonstrates positive interpersonal relationships with students	**Not observed A I	Is unresponsive to the needs of students	Intermittently shows sensitivity to the needs of students	Demonstrates sensitivity to all students	Willingly provides extra efforts to meet the needs of students
B. Demonstrates positive interpersonal relations with educational staff	Not observed A I	Shows little or no interest in interacting with educational staff	Intermittently shows interest in activities of educational staff	Works well with members of educational staff	Provides leadership to promote a good working relationship with educational staff

CRITERIA* The Teacher...		Performance Levels		PERFORMANCE EXPECTATION	In Addition to Performance Expectation
C. Demonstrates positive interpersonal relationships with the parents/patrons	Not observed A I	Shows little or no interest in interacting with parents/patrons	Intermittently shows interest in the activities and needs of the parents/patrons	Works well with parents/patrons	Provides active leadership to promote a good working relationship with parents/patrons
Performance Area IV: Professional Responsibilities					
A. Participates in professional growth activities	**Not observed A I	Shows no interest in professional growth activities	Occasionally participates in professional growth activities	Seeks out and voluntarily participates in relevant professional growth activities	Initiates professional growth activities; encourages other staff to participate in professional growth activities
B. Follows the policies and procedures of the school district	Not observed A I	Does not comply with school and district regulations and policies	Intermittently complies with school and district regulations and policies	Fully complies with school and district regulations and policies	Provides leadership in the development/improvement of school and district regulations and policies
C. Assumes responsibilities outside of the classroom as they relate to school	Not observed A I	Does not assume out-of-class responsibilities	Intermittently assumes out-of-class responsibilities	Performs out-of-class responsibilities for smooth operation of the school	Is self-motivated; assumes extra responsibilities willingly
D. Demonstrates a sense of professional responsibility	Not observed A I	Does not fulfill directed school responsibilities	Needs to be reminded to meet directed school school responsibilities	Fulfills directed school responsibilities	Is self-motivated; assumes extra responsibilities willingly

COMMENTS:

COMMENTS:

Teacher's Signature/Date

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed)

Steps in the Teaching Act

Two forms in the Formative Evaluation Phase, the Pre-Observation Worksheet and the Formative Observation Form, contain sections relating to "steps in the teaching act" or "characteristics of the instructional process." These eight teaching actions have been identified in recent research as an organized, common-sense approach to what should happen in the classroom. Most good teachers will recognize that these ideas are quite similar to the process they currently use in organizing classroom instruction. These steps are provided as guidelines for principals and teachers during the formative observation process.

The Teacher. . .

Develops Anticipatory Set (Establishes Set): This involves getting students mentally prepared for the lesson. This involves clarifying what will be accomplished in class, how the lesson relates to what previously has been learned, how it ties to what will be learned, and developing motivation for learning.

States the Objectives: This step involves informing the students about what they will be able to do by the end of the instruction. Teachers are more likely to do an effective job if they have identified what they wish students to learn. By the same token, students are more likely to achieve the objective if they know and understand the desired outcomes.

Provides (Instructional) Input: The teacher must supply the information necessary for students to accomplish the present objective. This also involves selecting the appropriate means (book, film, demonstration, etc.) for delivering information to students.

Models Ideal Behavior: This is the demonstration of the skill or behavior that the teacher desires from the student. Learning is facilitated if students see examples of an acceptable finished product or process.

Checks for Comprehension: It is necessary to assess whether students understand what is being taught. The teacher needs to check for possession of essential information as well as observe students' performance to make sure they exhibit the skills necessary to achieve instructional objectives. Comprehension may be monitored as the lesson is presented and evaluated for mastery at the culmination of a unit of instruction.

Provides Guided Practice: Most learning requires repetition and practice to properly develop a skill or understand a concept. The student's initial attempts in new learning situations should be carefully observed and guided so they are accurate and successful. The student needs to perform enough of a particular task so that the teacher may provide immediate clarification as needed.

Provides Independent Practice: Once students can perform without major errors or confusion, they are ready to develop further by practicing without the assistance of the teacher. Independent practice may be desk work or homework.

Achieves Closure: This is the culminating activity of a lesson. At the close of a lesson, the teacher should briefly review what has been accomplished, reinforce key concepts, and establish a frame of reference for the next lesson.

It should be noted that all these steps will not be present in every lesson; however, many lessons include most of these teaching acts. Educators generally agree that in directed-teaching methodology, establishing set, stating objectives, checking for comprehension, and achieving closure are essential ingredients.

Terms Used in Performance Based Evaluation

Important terms used in a performance based evaluation system are explained below. The explanations of these terms are intended to provide information, not strict definitions. The terms are listed in order of their use in the evaluation process.

1. General Performance Area: In order to provide an organized framework for the evaluation process, broad categories relating to effective school teaching were identified. These "General Performance Areas"—the instructional process, classroom management, interpersonal relationships and professional responsibilities—were designated from a review of current research and performance based evaluation systems.

2. Performance Criteria: These are the actual items upon which teachers will be evaluated. Organized in relationship to the general performance areas, these criteria describe skills and behaviors related to effective teaching.

3. Criteria Descriptors: Provided for each of the selected criteria are phrases which aid in defining and outlining the expected behavior for that particular criterion. Descriptor phrases are important because they supply explanations often missing in evaluation systems. These descriptors are not meant to be all-inclusive and should be thoroughly reviewed by local district personnel.

4. Formative Evaluation Phase: Performance based evaluation is a two-part process. The formative phase is the ongoing observation and supervision function and is designed for the purpose of improving teacher performance. Three forms—the Pre-Observation Conference Form, the Formative Observation Form, and the Job Target Form—are provided to assist teachers and principals in working cooperatively to improve instruction. The next four terms are part of the formative phase.

5. Scheduled Observation: The formative phase includes scheduled and unscheduled observations. A pre-observation conference and the use of a Pre-Observation Worksheet allow the principal and teacher to discuss the expectations for this visit. Scheduled observations provide opportunities for the teacher to present his or her best performance.

6. Unscheduled Observation: The formative phase should also include visits that are not prearranged. This permits evaluation in a "business as usual" setting.

7. Post-Observation Conference(s): It is appropriate for the teacher and evaluator to confer after each observation—scheduled or unscheduled. Discussion should include noted strengths and weaknesses and job targets for improving teacher performance as necessary. Conferences following short observations need not be lengthy.

8. Job Targets: A main point in the consultation between teacher and evaluator should be identification of specific, measurable actions which will result in improved performance. Job targets are key elements of a performance based system because they provide the direction for improving instruction. A suggested Job Target Sheet is available in the evaluation package.

9. Summative Evaluation Phase: The second part of the evaluation process is a composite of all information obtained during the formative phase and may serve as a basis for administrative decision making. The evaluator reviews this information in preparation for completing the Summative Evaluation Report.

10. Summative Evaluation Report: This document contains measures of teacher performance on each of the specified criteria. Key elements of this suggested summative report are the use of rating descriptions (performance levels) and designated levels of expected performance for each criterion.

11. Performance Levels: The criteria ratings on the summative report are organized into descriptive statements concerning teacher behaviors for each specific criteria. This process is designed to provide a more precise definition for the evaluation levels. In this model, four performance levels, specific to each criterion, are provided for use on the summative report. Performance levels replace the "poor-fair-good-excellent" ratings commonly used in other evaluation systems.

12. Performance Expectations: On the summative report, a certain performance level is designated as the level at which teachers are expected to perform. This "Performance Expectation" column represents the level expected of *effective* teachers.

Performance Based Teacher Evaluation Committee

The Department of Elementary and Secondary Education gratefully acknowledges the assistance of the following individuals in preparing this manual. Where appropriate, organizational affiliations are noted. Members representing educational organizations were recommended for this committee by their respective associations.

Dr. Ann Barefield, Principal
Elementary Principal's Association
East Elementary School
Waynesville School District

Dr. Robert Bax, Principal
Secondary Principal's Association
Jennings Senior High School

Ms. Martha Buchanan, Teacher
Missouri State Teachers Association (MSTA)
Louisiana R-II Middle School

Peggy Cochran, Teacher
Missouri National Education Association (MNEA)
Northwest R-I High School
House Springs School District

Dr. Doris Graham, Teacher
Missouri Federation of Teachers (AFT)
Shepard Elementary School
St. Louis Public Schools

Dr. George Hyram, Executive Vice-President
Harris-Stowe State College, St. Louis

Diane Killion, Teacher
AFT
Hawthorne Elementary School
University City School District

Dr. D. Kent King, Superintendent
Missouri Association of School Administrators (MASA)
Rolla School District

Dr. Tom Lawson, Superintendent
MASA, Hazelwood School District

John McCoy, Assistant Executive Director
MNEA, Jefferson City

Dr. Frank McKinzie, Superintendent
MASA, Wentzville R-IV School District

Vito Maniaci, UniServ Director
MNEA, St. Louis

Senator Norman Merrell
Monticello

Donald Meyer, Field Consultant
MSTA, Columbia

Freddie Nichols
Missouri PTA, Gladstone

Gail Pluta, Field Representative
AFT, St. Louis

Eleanor Rothermel, Teacher
MSTA
Mark Twain Elementary
Springfield Public Schools

Pat Sanders, Board of Education Member
Missouri School Boards Association (MSBA)
Jefferson City Public Schools

Joan Sessel, Board of Education Member
MSBA, Clayton Public Schools

Representative Gary Sharpe
Hannibal

Hank Steere, Associate Superintendent
MASA, Columbia Public Schools

Dr. Chris Straub, Superintendent
MASA, Hannibal School District

Phyllis Ulrich, Principal
Elementary Principal's Association
Beasley Elementary School
Mehlville School District

Dr. Roy Willard, Principal
Secondary Principal's Association
Jefferson Junior High School
Columbia Public Schools

Dr. Turner Tyson, Committee Chairman
Assistant Director, Teacher Education and Certification Section
Department of Elementary and Secondary Education

Dr. Jerry Valentine, Professor of Educational Administration, UMC College of Education, served as a special resource person for the committee.

DeWayne Cossey, Assistant Superintendent, State Schools for Severely Handicapped, provided additional assistance for the committee.

Missouri Department of Elementary and Secondary Education
P.O. Box 480, Jefferson City, Missouri 65102